



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12231583
SAU: MSAD 29
School: Houlton Southside School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

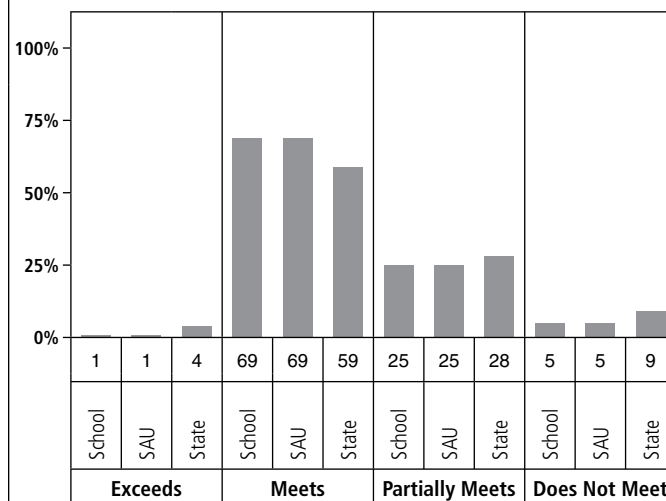
SAU: MSAD 29

School: Houlton Southside School

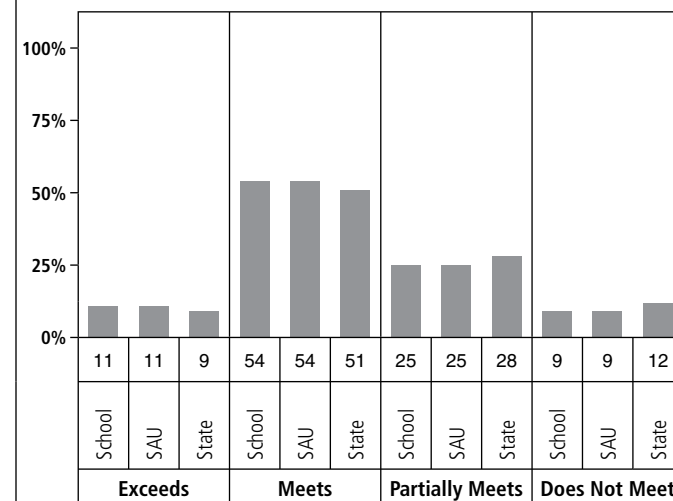
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	446	445	444
2006–2007	447	447	445
2007–2008	446	446	445
Cum. Avg. *	446	446	445
Mathematics			
2005–2006	446	447	444
2006–2007	449	449	445
2007–2008	447	447	445
Cum. Avg. *	447	448	445
Science & Technology			
2005–2006	444	444	444
2006–2007	445	445	444
2007–2008	448	448	444
Cum. Avg. *	446	446	444

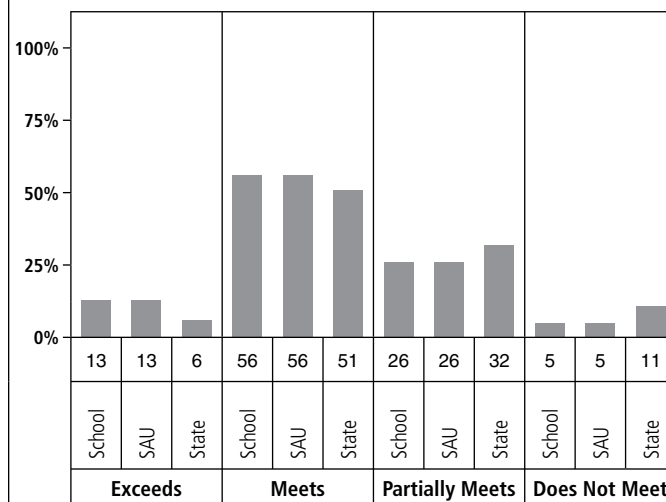
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: MSAD 29
School: Houlton Southside School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	87	100	87	100	14207	100	87	100	87	100	14181	100	87	100	87	100	14123	100	87	100	87	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	9	10	9	10	101	1	9	100	9	100	101	100	9	100	9	100	101	100	9	100	9	100	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	2	2	2	2	170	1	2	100	2	100	168	99	2	100	2	100	166	98	2	100	2	100	166	98						
Caucasian/White	76	87	76	87	13282	93	76	100	76	100	13264	100	76	100	76	100	13205	100	76	100	76	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	25	29	25	29	2524	18	25	100	25	100	2514	100	25	100	25	100	2498	99	25	100	25	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	46	53	46	53	5587	39	46	100	46	100	5569	100	46	100	46	100	5538	99	46	100	46	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	63	72	63	72	10755	76	63	72	63	72	10730	76	63	72	63	72	10776	76						
Identified disability (PET/IEP)	4	6	4	6	375	3	4	6	4	6	374	3	4	6	4	6	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	3	5	3	5	114	1	3	5	3	5	114	1	3	5	3	5	115	1						
Participation with accommodations	24	28	24	28	3298	23	24	28	24	28	3267	23	24	28	24	28	3215	23						
Identified disability (PET/IEP)	21	88	21	88	2013	61	21	88	21	88	1998	61	21	88	21	88	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	2	8	2	8	69	2	2	8	2	8	68	2	2	8	2	8	67	2						
Other	2	8	2	8	1046	32	2	8	2	8	1023	31	2	8	2	8	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 29
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	6	7	5	6	601	4
	2006-2007	3	4	3	4	507	4
	2007-2008	1	1	1	1	559	4
	Cum. Total*	10	4	9	4	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	54	61	53	62	7910	57
	2006-2007	55	71	55	71	8749	63
	2007-2008	60	69	60	69	8308	59
	Cum. Total*	169	67	168	67	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	23	26	23	27	3970	29
	2006-2007	19	24	19	24	3467	25
	2007-2008	22	25	22	25	3922	28
	Cum. Total*	64	25	64	25	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	5	6	5	6	1421	10
	2006-2007	1	1	1	1	1165	8
	2007-2008	4	5	4	5	1264	9
	Cum. Total*	10	4	10	4	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.0	64.6	31.0	64.6	29.7	61.9
Literary Text	24	50	16.1	67.1	16.1	67.1	15.5	64.6
Informational Text	24	50	15.0	62.5	15.0	62.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 29
 School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	1	1	60	69	22	25	4	5	446	87	1	69	25	5	446	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	9	0	0	2	22	6	67	1	11	439	9	0	22	67	11	439	101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	2										2						164	0	45	38	16	440
Caucasian/White	76	1	1	56	74	16	21	3	4	447	76	1	74	21	4	447	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	25	0	0	13	52	9	36	3	12	441	25	0	52	36	12	441	2388	0	29	44	26	437
No	62	1	2	47	76	13	21	1	2	448	62	2	76	21	2	448	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	87	1	1	60	69	22	25	4	5	446	87	1	69	25	5	446	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	46	0	0	28	61	14	30	4	9	444	46	0	61	30	9	444	5502	1	47	37	14	441
No	41	1	2	32	78	8	20	0	0	448	41	2	78	20	0	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	87	1	1	60	69	22	25	4	5	446	87	1	69	25	5	446	14048	4	59	28	9	445
Gender																						
Female	36	1	3	26	72	7	19	2	6	447	36	3	72	19	6	447	6959	5	61	26	8	446
Male	51	0	0	34	67	15	29	2	4	445	51	0	67	29	4	445	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	0	0	5	38	7	54	1	8	441	13	0	38	54	8	441	1890	0	37	46	17	439
No	74	1	1	55	74	15	20	3	4	447	74	1	74	20	4	447	12163	5	63	25	8	446
Gifted/talented program																						
Yes	4										4						266	21	74	4	0	456
No	83	1	1	56	67	22	27	4	5	446	83	1	67	27	5	446	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 29
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	4	100	0	0	0	0	447	5	0	100	0	0	447	5	1	42	36	21	440
B. less than one hour	76	1	2	46	70	17	26	2	3	447	76	2	70	26	3	447	74	4	62	27	7	445
C. one to two hours	16	0	0	8	57	5	36	1	7	444	16	0	57	36	7	444	18	5	59	29	7	446
D. more than two hours	3	0	0	2	67	0	0	1	33	439	3	0	67	0	33	439	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	55	1	2	35	73	11	23	1	2	447	55	2	73	23	2	447	30	6	63	24	7	446
B. They match some of what I have learned.	39	0	0	22	65	9	26	3	9	445	39	0	65	26	9	445	52	4	63	27	6	446
C. They match just a little of what I have learned.	2	0	0	1	50	1	50	0	0	445	2	0	50	50	0	445	12	2	46	37	15	441
D. There is no match.	3	0	0	2	67	1	33	0	0	439	3	0	67	33	0	439	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	1	4	16	62	8	31	1	4	445	30	4	62	31	4	445	35	7	66	20	6	448
B. good	47	0	0	33	80	7	17	1	2	448	47	0	80	17	2	448	51	3	60	29	7	445
C. fair	20	0	0	9	53	6	35	2	12	442	20	0	53	35	12	442	12	1	44	40	16	440
D. poor	3	0	0	2	67	1	33	0	0	443	3	0	67	33	0	443	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	0	0	15	71	6	29	0	0	445	24	0	71	29	0	445	19	2	46	34	17	442
B. about the same as my regular schoolwork	63	1	2	38	70	12	22	3	6	447	63	2	70	22	6	447	62	5	64	26	5	446
C. easier than my regular schoolwork	13	0	0	7	64	3	27	1	9	443	13	0	64	27	9	443	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	13	0	0	5	45	4	36	2	18	441	13	0	45	36	18	441	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	61	0	0	36	69	14	27	2	4	446	61	0	69	27	4	446	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	26	1	5	19	86	2	9	0	0	449	26	5	86	9	0	449	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	7	54	4	31	2	15	443	15	0	54	31	15	443	18	7	64	22	7	447
B. 20 minutes to an hour	66	1	2	41	72	14	25	1	2	447	66	2	72	25	2	447	55	4	64	26	6	446
C. less than 20 minutes	9	0	0	6	75	1	13	1	13	444	9	0	75	13	13	444	14	2	53	33	12	443
D. I rarely read at home.	9	0	0	5	63	3	38	0	0	444	9	0	63	38	0	444	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	29	0	0	13	52	10	40	2	8	443	29	0	52	40	8	443	23	3	50	34	13	442
B. six to ten pages	26	0	0	18	82	3	14	1	5	447	26	0	82	14	5	447	25	3	60	29	8	444
C. eleven or more pages	45	1	3	29	76	7	18	1	3	448	45	3	76	18	3	448	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	434	100	0	0	100	0	434						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 29
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	9	10	10	12	1294	9
	2006-2007	3	4	3	4	1054	8
	2007-2008	10	11	10	11	1321	9
	Cum. Total*	22	9	23	9	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	51	58	48	56	7000	50
	2006-2007	58	74	58	74	7394	53
	2007-2008	47	54	47	54	7079	51
	Cum. Total*	156	62	153	61	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	21	24	21	24	3784	27
	2006-2007	15	19	15	19	3729	27
	2007-2008	22	25	22	25	3955	28
	Cum. Total*	58	23	58	23	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	8	7	8	1894	14
	2006-2007	2	3	2	3	1735	12
	2007-2008	8	9	8	9	1642	12
	Cum. Total*	17	7	17	7	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	9.8	65.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.7	69.3	9.7	69.3	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.7	74.0	3.4	68.0
Cluster 4: Patterns	14	29	9.7	69.3	9.7	69.3	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 29
 School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	10	11	47	54	22	25	8	9	447	87	11	54	25	9	447	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	9	0	0	4	44	2	22	3	33	439	9	0	44	22	33	439	101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	2										2						162	4	41	34	21	440
Caucasian/White	76	10	13	41	54	20	26	5	7	448	76	13	54	26	7	448	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	25	1	4	9	36	8	32	7	28	439	25	4	36	32	28	439	2372	3	31	36	30	436
No	62	9	15	38	61	14	23	1	2	451	62	15	61	23	2	451	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	87	10	11	47	54	22	25	8	9	447	87	11	54	25	9	447	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	46	3	7	23	50	15	33	5	11	444	46	7	50	33	11	444	5472	5	41	35	19	440
No	41	7	17	24	59	7	17	3	7	452	41	17	59	17	7	452	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	87	10	11	47	54	22	25	8	9	447	87	11	54	25	9	447	13992	9	51	28	12	445
Gender																						
Female	36	5	14	20	56	8	22	3	8	448	36	14	56	22	8	448	6933	9	50	29	12	445
Male	51	5	10	27	53	14	27	5	10	447	51	10	53	27	10	447	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	0	0	5	38	8	62	0	0	441	13	0	38	62	0	441	1890	2	34	41	23	438
No	74	10	14	42	57	14	19	8	11	449	74	14	57	19	11	449	12107	11	53	26	10	446
Gifted/talented program																						
Yes	4										4						266	45	49	5	0	461
No	83	7	8	46	55	22	27	8	10	447	83	8	55	27	10	447	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 29
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	3	75	1	25	0	0	444	5	0	75	25	0	444	5	6	34	33	27	438
B. less than one hour	76	9	14	35	53	16	24	6	9	448	76	14	53	24	9	448	74	10	52	28	10	446
C. one to two hours	16	1	7	8	57	3	21	2	14	447	16	7	57	21	14	447	18	10	52	28	10	446
D. more than two hours	3	0	0	1	33	2	67	0	0	445	3	0	33	67	0	445	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	55	6	13	27	56	10	21	5	10	448	55	13	56	21	10	448	38	13	56	23	8	448
B. They match some of what I have learned.	39	3	9	19	56	11	32	1	3	447	39	9	56	32	3	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	2	1	50	0	0	1	50	0	0	456	2	50	0	50	0	456	10	4	35	39	22	439
D. There is no match.	3	0	0	1	33	0	0	2	67	431	3	0	33	0	67	431	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	7	19	18	49	6	16	6	16	448	43	19	49	16	16	448	35	16	55	20	8	449
B. good	45	3	8	24	62	11	28	1	3	449	45	8	62	28	3	449	48	7	52	31	11	445
C. fair	10	0	0	3	33	5	56	1	11	442	10	0	33	56	11	442	14	3	41	38	18	440
D. poor	2	0	0	2	100	0	0	0	0	445	2	0	100	0	0	445	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	0	0	9	75	2	17	1	8	447	14	0	75	17	8	447	15	4	38	33	25	439
B. about the same as my regular schoolwork	63	8	15	28	52	15	28	3	6	449	63	15	52	28	6	449	64	10	54	28	9	446
C. easier than my regular schoolwork	23	2	10	9	45	5	25	4	20	444	23	10	45	25	20	444	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	16	1	7	5	36	6	43	2	14	442	16	7	36	43	14	442	23	8	47	29	16	443
B. two or three days a week	39	5	15	18	53	8	24	3	9	449	39	15	53	24	9	449	36	11	54	27	9	447
C. two or three times each month	23	1	5	13	65	4	20	2	10	446	23	5	65	20	10	446	25	10	53	27	10	446
D. never or almost never	22	3	16	11	58	4	21	1	5	451	22	16	58	21	5	451	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	0	0	2	50	2	50	426	5	0	0	50	50	426	5	3	30	33	33	436
B. two or three days a week	17	2	13	7	47	5	33	1	7	446	17	13	47	33	7	446	19	8	50	30	12	445
C. two or three times each month	37	4	13	17	53	8	25	3	9	448	37	13	53	25	9	448	38	11	55	26	8	447
D. never or almost never	41	4	11	23	64	7	19	2	6	450	41	11	64	19	6	450	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	23	0	0	11	55	6	30	3	15	442	23	0	55	30	15	442	8	3	33	38	25	438
B. 30–45 minutes	33	5	17	12	41	9	31	3	10	448	33	17	41	31	10	448	27	6	48	33	13	443
C. 45–60 minutes	41	5	14	23	64	7	19	1	3	451	41	14	64	19	3	451	38	11	54	26	9	447
D. more than 60 minutes	2	0	0	1	50	0	0	1	50	433	2	0	50	0	50	433	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	422	100	0	0	0	100	422						
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 29
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	5	6	5	6	751	5
	2006-2007	4	5	4	5	963	7
	2007-2008	11	13	11	13	882	6
	Cum. Total*	20	8	20	8	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	52	58	50	57	7251	52
	2006-2007	42	54	42	54	6824	49
	2007-2008	49	56	49	56	7130	51
	Cum. Total*	143	56	141	56	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	23	26	22	25	4514	32
	2006-2007	24	31	24	31	4382	32
	2007-2008	23	26	23	26	4433	32
	Cum. Total*	70	27	69	27	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	10	11	11	13	1458	10
	2006-2007	8	10	8	10	1735	12
	2007-2008	4	5	4	5	1546	11
	Cum. Total*	22	9	23	9	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.1	67.5	8.1	67.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.7	72.5	8.7	72.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.7	64.2	7.7	64.2	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.8	65.0	7.8	65.0	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 29
 School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	11	13	49	56	23	26	4	5	448	87	13	56	26	5	448	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	9	0	0	3	33	4	44	2	22	438	9	0	33	44	22	438	101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	2										2						162	2	38	39	21	439
Caucasian/White	76	10	13	45	59	19	25	2	3	448	76	13	59	25	3	448	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	25	1	4	12	48	8	32	4	16	442	25	4	48	32	16	442	2370	2	32	41	25	437
No	62	10	16	37	60	15	24	0	0	450	62	16	60	24	0	450	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	87	11	13	49	56	23	26	4	5	448	87	13	56	26	5	448	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	46	4	9	21	46	17	37	4	9	444	46	9	46	37	9	444	5470	3	41	39	18	440
No	41	7	17	28	68	6	15	0	0	451	41	17	68	15	0	451	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	87	11	13	49	56	23	26	4	5	448	87	13	56	26	5	448	13986	6	51	32	11	444
Gender																						
Female	36	6	17	18	50	11	31	1	3	448	36	17	50	31	3	448	6929	6	49	33	12	443
Male	51	5	10	31	61	12	24	3	6	447	51	10	61	24	6	447	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	1	8	3	23	9	69	0	0	440	13	8	23	69	0	440	1888	1	32	44	23	437
No	74	10	14	46	62	14	19	4	5	449	74	14	62	19	5	449	12103	7	54	30	9	445
Gifted/talented program																						
Yes	4										4						266	30	65	5	1	457
No	83	8	10	48	58	23	28	4	5	447	83	10	58	28	5	447	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: MSAD 29

School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	1	25	3	75	0	0	0	0	456	5	25	75	0	0	456	5	4	37	36	22	439
B. less than one hour	76	9	14	35	53	18	27	4	6	448	76	14	53	27	6	448	74	6	53	31	10	444
C. one to two hours	16	1	7	9	64	4	29	0	0	444	16	7	64	29	0	444	18	7	52	32	8	445
D. more than two hours	3	0	0	2	67	1	33	0	0	445	3	0	67	33	0	445	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	44	7	18	21	55	9	24	1	3	450	44	18	55	24	3	450	24	9	53	28	10	446
B. They match some of what I have learned.	49	4	9	26	60	11	26	2	5	446	49	9	60	26	5	446	49	6	54	31	9	445
C. They match just a little of what I have learned.	3	0	0	1	33	2	67	0	0	438	3	0	33	67	0	438	21	4	47	36	13	442
D. There is no match.	3	0	0	1	33	1	33	1	33	439	3	0	33	33	33	439	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	31	3	11	14	52	8	30	2	7	447	31	11	52	30	7	447	25	9	53	27	10	446
B. good	49	7	16	27	63	8	19	1	2	450	49	16	63	19	2	450	54	6	55	30	9	445
C. fair	18	1	6	7	44	7	44	1	6	441	18	6	44	44	6	441	19	3	43	40	15	441
D. poor	1	0	0	1	100	0	0	0	0	450	1	0	100	0	0	450	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	22	1	5	12	63	6	32	0	0	445	22	5	63	32	0	445	22	5	45	35	15	442
B. about the same as my regular schoolwork	66	8	14	33	58	14	25	2	4	448	66	14	58	25	4	448	62	7	53	31	9	445
C. easier than my regular schoolwork	12	2	20	3	30	3	30	2	20	447	12	20	30	30	20	447	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	72	8	13	34	54	19	30	2	3	447	72	13	54	30	3	447	24	7	48	33	12	444
B. a few times a week	26	3	13	15	65	4	17	1	4	450	26	13	65	17	4	450	53	7	54	31	9	445
C. once a week	1	0	0	0	0	0	0	1	100	428	1	0	0	0	100	428	9	6	46	33	15	442
D. a few times a month	0										0						14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	21	1	6	7	39	8	44	2	11	442	21	6	39	44	11	442	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	48	2	5	27	64	11	26	2	5	446	48	5	64	26	5	446	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	11	2	20	6	60	2	20	0	0	450	11	20	60	20	0	450	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	20	6	35	9	53	2	12	0	0	457	20	35	53	12	0	457	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	430	0	0	0	100	0	430						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number